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ABSTRACT

This booklet describes procedures that are used in screening children for early admission to first grade. Generally, each child should be evaluated on an individual basis. When individual evaluation is not feasible as a first step, it is required that an initial group screening measure be administered and followed by individual evaluations for those children demonstrating their readiness for additional evaluation and screening. Initially, a statewide admission form, a medical form, and a standardized group screening measure or a criterion-referenced or performance-based test are required. Further evaluation, if appropriate, involves the assessment of academic potential, physical development, and social-emotional and general behavior development. Parent conferences are also scheduled. Requirements and evaluation techniques are listed for each evaluation area. The appendixes contain sample applications, medical forms, parent letters, parent-school conferences guidelines, and questionnaires to be completed by parent and kindergarten teachers. These forms are presented in both Spanish and English. (SDH)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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EARLY ADMISSION TO FIRST GRADE

READINESS EVALUATION PROCEDURE

PS 007651

Florida Department of Education
Ralph D. Turlington, Commissioner
Tallahassee, Florida 32304

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QUESTIONS AND ANSWERS ABOUT EARLY ADMITTANCE TO FIRST GRADE

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HOW OLD, EXACTLY, DOES MY CHILD HAVE TO BE TO ENTER FIRST GRADE?

Six years old, on or before January 1 of a school year.

WHAT IS "EARLY ENTRANCE" TO FIRST GRADE?

A child who becomes six years old by June 30 can enter the first grade at the beginning of the school year if he can demonstrate his readiness for a first grade program.

IS "EARLY ENTRANCE" MEANT FOR MOST CHILDREN?

No. Early entrance is intended only for those children who can show that they are ready for first grade and should not be prevented from beginning first grade just because they are "too young".

However, it is felt that most first graders should be six years old on or before January 1 of that school year.

WHO WILL DECIDE IF MY CHILD SHOULD ENTER FIRST GRADE EARLY?

Several people will help make that decision.

The decision about your child entering first grade early will be based upon information gained about him from several different sources, including your own opinions and feelings about your child. This will occur after you have completed the early entrance application form and have had the statewide medical form completed and returned to the school district staff, as required in your school district.

HOW WILL THIS DECISION BE MADE? WILL MY CHILD BE TESTED?

There is an approved statewide procedure which is being used by all Florida school districts for determining a child's readiness to enter first grade early. The procedure includes a readiness test (paper and pencil) which would be given to your child along with other children at the same time. If your child does well enough on this first test

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b. their children have a better opportunity to be a leader in physical education and sports because they are more physically mature rather than perhaps less physically developed than others in their class or grade--even in high school!

c. their children tend to get along better with others and have others accept <u>their</u> ideas rather than spending their energies attempting to keep up with or imitate the ideas of those who have the advantage of a year's head start.

IF MY CHILD ENTERS FIRST GRADE EARLY, WILL I HAVE A CHANCE TO TALK WITH HIS TEACHER ABOUT HOW HE IS DOING?

Yes. <u>At least</u> one conference about half way through the year will be set up for you and your child's teacher to discuss his adjustment and progress. You are also encouraged to talk with your child's teacher before that time and all during the school year.

IF IT IS DETERMINED THAT MY CHILD CAN ENTER FIRST GRADE EARLY, CAN I STILL ASK THAT HE BE ENROLLED IN KINDERGARTEN IF I WANT TO?

As a parent, you can decide to have your child enrolled in a kindergarten program at any point in the evaluation process; however, the possibility of your child being enrolled in the closest kindergarten might not be as great.

<u>PLEASE READ THIS AND REMEMBER</u>

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The young child is usually far-sighted and only gradually do his eyes mature sufficiently for him to keep them in focus at the distance required for reading. He may be able to see distant objects clearly, but the same object may become blurred when examined closely. Visual difficulty may occur when a child is pushed into reading before his eyes have developed enough. Success in reading requires that the child notice very small differences in the squiggly lines referred to as letters. For example, the child must be able to see the differences between b and d, the differences among n, p, and q, the differences between v and w, and the differences between h and n. Differences as these are easily seen by adults, but can be difficult for a young child to see.

Writing can create a problem for some young children who are not physically ready to manipulate a pencil or to write numbers on paper. It is also true that most five-and-a-half year olds easily lose their place when asked to move their eyes from their papers to the blackboard and back to their papers often results in this age child reversing his letters--for example making an p instead of an q.

If parents can relax enough to allow their child to grow and mature (just as they waited for him to sit up, walk, and get his first teeth), and if they can realize that there is nothing wrong with their child if he does not go to first grade early but rather will be able to "blossom" more fully later, then many parents can feel comfortably confident in knowing that they will be providing experiences which will help the child to con-

there is much that parents and teachers can do with a child before first grade. The equipment and materials found in most kindergarten classrooms are not just for play but serve specific purposes in helping children to develop and achieve their potential. Your school's kindergarten teacher or other district staff person should be able to share the kindergarten program with you and how it can be adjusted to meet the specific learning needs of your child. This same person can share possibilities for activities which can be done with your child at home, too.

Sometimes parents feel it would be more convenient if a child would be enrolled in a first grade program rather than in kindergarten: working parents often need to find an all-day situation where their child can stay. Bus transportation, too, often is important to parents and their schedules. Occasionally, parents view early entrance to first grade as a status symbol--as an indication that they are successful parents having a child who is certain to succeed.

Parent convenience, bus transportation, feeling successful as a parent, or other similar reasons should <u>not</u> take the place of really taking a look at a child to see what is better for him in an educational program. A child's life and future success could depend upon the decision made regarding the advantages of his early entrance to first grade.

As stated earlier, early entrance to first grade is not intended for most children. The evaluation procedure should help to identify those who are more likely to benefit from a first grade program at present, but <u>you</u> as a parent play an important part in the decision.

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EARLY ADMISSION TO

FIRST GRADE READINESS EVALUATION PROCEDURE

INTRODUCTION

Whenever possible, each child whose parent(s) apply and who is eligible by age for early admittance to first grade should be evaluated on an individual basis. The following procedure is required* where individual evaluations cannot occur as a first step because of feasibility restrictions: a group screening measure followed by individual evaluations for those children demonstrating their readiness for additional evaluation and screening.

1. GROUP SCREENING MEASURE

REQUIREMENT:

The following two forms shall be completed and presented to appropriate school district personnel prior to the administration of a group screening measure:

A. A statewide, uniform application form for early admittance to first grade. (See Appendix A for forms in English and Spanish.)

B. The statewide medical form already in use for regular first grade admittance. A special note to pediatricians and family doctors shall accompany the form. (See Appendix B for notes in English and Spanish.)

C. School districts shall choose a measure from the following list of standardized group screening measures or select a criterion-referenced or performance-based test.

Those tests which are translatable for non-English speaking children have an asterisk (*) at the end of the test name. The tests are ranked according to their level of difficulty. The most difficult test for children to complete is listed first, with the others listed in descending order of difficulty.

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1. Clymer-Barrett Prereading Battery
2. Lee-Clark Reading Readiness Test
3. Stanford Early School Achievement Test, Level 1
4. Metropolitan Readiness Test
*5. Tests of Basic Experiences (TOBE) Level L (All areas of the TOBE required except the language portion for non-English speaking children.)
*6. First Grade Screening Test

THE CUT-OFF LEVEL FOR ALL SEVEN GROUP SCREENING MEASURES SHALL BE THE 30th PERCENTILE OR EQUIVALENT SCORE.

If a district selects one of the standardized tests, a child must achieve the raw score identified for the standardized test in order to be eligible for further readiness evaluation.

The raw score for each of the standardized tests is as follows:

	Raw Score
1. Clymer-Barrett Prereading Battery (1969)	
long form	103
short form	47
2. Lee-Clark Reading Readiness Test (1969)	57
3. Stanford Early School Achievement Test, Level 1	111
4. Metropolitan Readiness Test (1969)	70
5. Test of Basic Experiences (TOBE), Level L (1972)	
Mathematics	24
Language	25
Science	24
Social Studies	25
General Concepts	23
6. First Grade Screening Test (1969)	26

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It is recommended that the number of children in a group not exceed fifteen (15) for the group screening measure.

REQUIREMENTS IF A STANDARDIZED TEST IS NOT SELECTED:

A school district may choose to select a criterion-referenced or performance-based test rather than one of the six standardized tests. Any criterion-referenced or performance-based test selected by a school district must be submitted to a selected Department of Education panel, however. The panel shall be composed of at least (1) a kindergarten-first grade early childhood specialist; (2) a psychologist; (3) a tests and measurements specialist; and, (4) a parent. The panel shall review the local test to determine whether it is equal in quality to the other tests offered; and if it is, the panel shall then set the level which must be achieved, equalizing the level of test difficulty with the six preceding standardized measures.

D. Individual parent/principal conferences are recommended for the parents of all children following the group screening measure whenever possible.

REQUIREMENT:

If individual conferences are not feasible, parents of children who did not reach the 80th percentile cut-off level on the group screening measure shall be notified by a letter which includes the recommendation that their child enroll in or continue in a kindergarten program for the present school year. (See Appendix C for sample letters in English and Spanish. See Appendix D for sample conference guidelines for use with parents whose children did not reach the 80th percentile cut-off level. Principal inservice on the use of conference guidelines is recommended.)

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REQUIREMENT:

Individual parent/principal conferences shall be held with the parents of children eligible for further readiness evaluation.

The presence of the kindergarten and/or first grade teacher, someone knowledgeable in child growth and development, a school psychologist, guidance counselor or other professional knowledgeable in testing and measurements is also strongly recommended whenever possible. (See Appendix E for suggested conference guidelines for use with parents whose children are eligible for further evaluation. Inservice on the use of conference guidelines is recommended.)

11. INDIVIDUAL READINESS EVALUATION

REQUIREMENT:

For those children whose parents desire them to continue in the early admittance to first grade evaluation procedure, individual evaluations shall occur in the areas of Academic Potential, Social-Emotional and General Behavioral Development, and Physical Development.

The area of Academic Potential has specific levels of attainment which are to be met by those children for whom a first grade setting might be more appropriate. Information gained through individual evaluations of Social-Emotional and Behavioral Development and Physical Development is viewed as very important in terms of a comprehensive readiness evaluation. The results of such evaluations are to be used for counselling purposes with the parents in determining proper grade placement.

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A. ACADEMIC POTENTIAL

REQUIREMENT:

Utilizing the services of a school psychologist, guidance counsellor or other qualified designate, each child shall be evaluated through:

	CUT-OFF LEVELS
1. An Individualized Intelligence Test	1.a. Minimum total full-scale score shall be in the 100-120 range. b. More than a 15 point deviation between verbal and nonverbal performance should be carefully noted.
2. A Measurement of Perceptual-Motor Coordination	2. Child shall be at 5 year 9 month level or above.

B. Social-Emotional and General Behavioral Development

The use of parental interviews and/or questionnaires are encouraged for gaining information on the child's social, emotional and general behavioral maturity.

REQUIREMENT:

A statewide questionnaire-rating scale shall be completed by the parent.

If the child is already enrolled during the evaluation process, the same scale should be completed by the kindergarten teacher for additional counselling information purposes. (See Appendix F for sample questionnaire-rating scale.) While such a scale is recognized as a subjective measure, the inclusion of this information should be useful for guidance and counselling purposes. Whenever possible, information available from the child's previous teacher(s) should also be used.

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C. Physical Development

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REQUIREMENT:

The two areas of physical development in which each child shall have individual evaluations to obtain additional information for counselling purposes are the following: (1) Near and Far Point Visual Screening, and (2) Auditory Screening

1. Near and Far Point Visual Screening Procedure

Whenever possible, visual screening devices such as the Keystone Telebinocular or Ortho-Rater should be used rather than a linear screening measure such as the Snellen Eye Test. Any child with an abnormal screening result (as determined by performance outside the acceptable range as delineated in the screening manual) should be rescreened at a later date before being referred for ocular examination.

2. Auditory Screening

An audiometer should be used, calibrated to the ISO level of 1964. The child should be able to hear 20 decibel sound volume at 500, 1,000, 2,000 and 4,000 cycles per second with each ear. Performance at these levels, in a relatively quiet listening environment, implies fairly normal hearing.

D. Parental Conference Procedure Following Individual Evaluation

REQUIREMENT:

Individual conferences shall be held with the parent(s) of each child following the child's individual evaluations.

The inclusion of district staff members in conferences is recommended, when possible.

REQUIREMENT:

If the child is likely to be placed in the first grade, the conference members shall include parent(s), principal and psychologist (or guidance counsellor or other qualified designate).

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The presense of the child's present kindergarten teacher, if already enrolled, and probable first grade teacher is highly recommended whenever possible.

REQUIREMENT:

Parents reserve the right to request that their child remain in or be placed in kindergarten even though the child may be eligible for early admittance to first grade and shall be so informed.

If the child is not to be placed in the first grade, the conference members should include the psychologist (or guidance counsellor or other qualified designate) in addition to *the required presence of the parent and principal or his designate.* The presence of the child's present teacher is also recommended whenever possible, dependent upon whether evaluation is occurring prior to or within the regular school year.

REQUIREMENT:

A record of the conference proceedings shall be kept by the school psychologist, principal or designate and retained in the school office by the principal. (See Appendix G for record of conference proceedings.) *The final educational placement decision reached during the conference rests with the school principal. At least one mid-year scheduled follow-up conference shall be held for parents of each early first grade entrant, allowing at least both the parent(s) and the school (teacher) to evaluate the child's adjustment and progress in the first grade setting.*

Additional conferences are also recommended.

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III. PARENT EDUCATION AND INFORMATION NEEDS

REQUIREMENT:

Sharing information about the state-wide early entrance to first grade program shall include:

A. The Communications Media Service Center staff preparing an early entrance to first grade news release which will be distributed to the Associated Press and United Press International and other members of the Capitol Press Corps representing most of the state's daily newspapers, TV and radio stations. Copies of the news release will also be distributed directly to education writers on the state's daily newspapers.

B. DOE-prepared written material directed at answering potential parental questions on the early entrance to first grade plan, including sound early childhood education principles and practices in lay terms. This material shall be sent to all school districts for reproduction purposes.

- APPENDIX A -

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APPLICATION FOR EARLY ENTRANCE EVALUATION

This application should be completed only by those who feel that their child demonstrates sufficient physical, emotional and social maturity as well as academic potential to be considered for advanced placement. The kindergarten program offered by this school district offers an appropriate program for most children even though they may be eligible for advanced placement by age.

(PLEASE PRINT)

Child's name _____ (last) (first) (middle)

Child's Date of Birth _____

Parent or Guardian's Name _____

Telephone Number _____

Address _____ (street) (city) (zip)

School child is to attend or is attending kindergarten _____

School Address _____

School previously attended (if any) _____

School Address _____

I am making application for _____ (child's name)

to be evaluated in order to help determine the appropriateness of his/her entering the first grade earlier than usual. I grant permission for the testing and evaluation of my child and I will be available for conference(s) regarding the appropriate placement of my child.

_____ (date) _____ (parent or Guardian's Signature)

- APPENDICE A - BEST COPY AVAILABLE

SOLICITUD PARA VALORIZACIÓN TEMPRANA

Esta solicitud debe hacerse nada mas por aquellos que sepan que su niño en Kindergarten demuestre suficiente madurez física, emocional y social, así como potencia académica para ser considerado para asignatura avanzada. El programa de Kindergarten en este distrito escolar ofrece un programa mas apropiado para casi todos los niños aunque sean elegibles para promoción avanzada, basandose en la edad.

(LETRA MOLDS)

Nombre del niño _____
(Apellido) (Nombre do Pila) (Segundo nombre)

Fecha de Nacimiento _____

Nombre de Padres o Tutor _____

Número de Teléfono _____

Dom'cilio _____
(Calle) (Ciudad) (Zip)

Escuela donde el niño asiste o está asistiendo al Kindergarten _____

Dirección de la escuela _____

Escuela previamente asistida (si alguna) _____

Dirección de la escuela _____

Hago esta solicitud en nombre de _____
(Nombre del niño)

para que sea valorizado(a) y facilitar la manera mas apropiada al matricularse en el primer grado antes de lo acostumbrado. Doy permiso para exámen o evaluación de mi niño y estaré disponible para una entrevista con respeto a la asignatura de mi niño(a).

_____ _____
(Fecha) (Firma de padres o tutores)

- APPENDIX B -

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NOTE TO PEDIATRICIAN OR FAMILY DOCTOR

COMPLETING THE REQUIRED SCHOOL MEDICAL FORM

Your specific attention to all categories in completing this medical form will be appreciated. The parents of this child have made special application to have their child evaluated for possible placement in a first grade setting at a younger age than usual.

Your assistance in completing this form as accurately as possible will aid all of those concerned with the child's future success to make an appropriate educational placement of this child.

THANK YOU!

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- APENDICE B -

APUNTE PARA EL PEDIATRA O MÉDICO DE FAMILIA

QUE PREPARA LA FORMA REQUERIDA PARA EL

EXÁMAN MÉDICO ESCOLAR

Rogamos su consideración en todas las categorías necesarias para completar esta forma sobre información médica. Los padres de este niño(a) han hecho aplicación especial para avaluar a su niño en una promoción de asignatura para el primer grado en una edad mas temprana de lo corriente.

Su asistencia en preparar esta forma con todo esmero, ayudará a todos aquellos interesados en el éxito y futuro de la própia asignatura educacional de este niño(a).

MUCHÍSIMAS GRÁCIAS.

- APPENDIX C - BEST COPY AVAILABLE

SAMPLE LETTER TO PARENTS OF CHILDREN

WHO ARE TO REMAIN IN KINDERGARTEN FOLLOWING

THE GROUP SCREENING MEASURE

Dear

As you requested, your child has completed the initial readiness evaluation measure for determining his/her appropriate placement in the public school early childhood education program. After careful evaluation of the test results, we recommend your child continue in a kindergarten program for the present school year.

We hope you will view this evaluation of your child as an assurance of the special care which has been taken in the appropriate placement of your child. We will look forward to having your child in our first grade program next year, and we will continue to enjoy providing a rich, educationally stimulating and sound kindergarten program for him/her this year unless otherwise notified by you.

If you have any questions regarding this decision, please contact your child's principal.

Sincerely,

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- APENDICE C -

EJEMPLO DE CARTA A LOS PADRES DE NIÑOS QUE PERMANECERÁN EN EL KINDERGARTEN DESPUÉS DE LAS MEDIDAS DE ASIGNATURA AVANZADA

Apreciable señor(a)

Como usted ha solicitado, su niño(a) ha terminado la medida inicial de evaluación que determina su asignatura apropiada en el programa escolar de educación temprana. Después de una evalucaión cuidadosa del resultado de las pruebas, recomendamos que su niño(a) continúe en un programa de Kindergarten durante el presente año escolar.

Esperamos que usted considere esta evaluación como una aseguranza de los esfuerzos hechos para determinar la própia asignatura de su niño(a). Tendremos gusto de tener a su niño(a) en el primer grado el año prósimo. y continuaremos el pl placer de enriquecer el estímulo educativo y própio programa de Kindergarten para él (ella) este año a menos que usted nos avise de otra manera.

Si tiene preguntas acerca de esta decisión haga el favor de notificar al director de la escuela de su niño(a).

Sinceramente,

- APPENDIX D -

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SUGGESTED CONFERENCE GUIDELINES FOR USE WITH PARENTS WHOSE CHILDREN DID NOT REACH 80th PERCENTILE CUT-OFF LEVEL

1. Share parents' concern about wanting the most appropriate educational placement for their child.
2. Review statewide requirements for early entrance into first grade.
3. Report child's areas of strength as indicated on the standardized group screening measure and indicate areas in which child needs opportunities to progress.
4. Discuss how the district's kindergarten program will foster the child's educational progress and address his learning needs more appropriately this school year.
5. Provide opportunity for questions about the kindergarten program and the early entrance evaluation procedure in general.
6. Close conference, looking forward to having the parents continued support for and with the school's educational program.

- APPENDIX E -

SUGGESTED CONFERENCE GUIDELINES FOR USE WITH PARENTS

WHOSE CHILDREN ARE ELIGIBLE FOR FURTHER EVALUATION

1. Share the parents' concern about wanting the most appropriate educational placement for their child.
2. Share the child's areas of strength as indicated by the group screening measure and that the child did achieve a score at the established cut-off level or above.
3. Explain the next steps of the evaluation procedure. Stress should be placed on the importance of making as sure as possible that all of the child's areas of development (social-emotional and behavioral maturity, coordination, vision and hearing as well as intellectual potential) are at a level of maturity which will assist rather than hamper the child's successful educational experiences.
4. Parents should be made aware that children who will be admitted to first grade earlier than usual will be placed in situations with children who might be as much as eighteen months older than the early entrance children and that early entrance to first grade is not advised for the majority of children.
5. Discuss the kindergarten program offered by the district and how it is designed to provide stimulating, appropriate educational experiences for most five-year-old children.
6. Provide opportunity for parents to ask questions.
7. Make certain that parents understand that their child does not need to be considered for further early entrance evaluation if they desire the child to remain in the kindergarten program and that parents can decide to have their child remain in the kindergarten at <u>any</u> point in the evaluation process.

8. If the parents so desire, review the next steps in the evaluation procedure once again.

9. Arrive at a decision about direction child is to go: (1) child to remain in kindergarten program without continuing the evaluation procedure; (2) child to be evaluated individually, as indicated by statewide evaluation procedure.

10. Close conference, looking forward to continued contact with the parent.

11. Have parent complete questionnaire on the child's social-emotional and behavioral maturity if further evaluation of the child is to occur. (See Appendix F for sample questionnaire in English and Spanish.)

- APPENDIX F -

QUESTIONNAIRE-RATING SCALE* TO BE

COMPLETED BY PARENT(S), AND KINDERGARTEN TEACHER WHEN POSSIBLE.

Name _____ Date _____

School _____ Grade _____ Age _____

Person completing this form:

Teacher _____ Grade _____

How long have you know this child? _____Months

Mother _____ Father _____ Other _____
(please specify)

DIRECTIONS

Please read each statement carefully.
Place a ✓ on the appropriate line according to the following numbers:

Place a check on the line under #1 if you have NEVER observed this behavior.
Place a check on the line under #2 if you have SOMETIMES observed this behavior.
Place a check on the line under #3 if you have observed this behavior QUITE A LOT
Place a check on the line under #4 if you have observed this behavior ALMOST ALL OF THE TIME.

Please feel free to add comments after items or at the bottom of each page.

*Adapted from the Scale for Rating Behavioral Characteristics of Young Children (SRBCYC) developed by Bettie Chamberlain Atwater.

Child's Name _____

	1*	2	3	4
1. Uses "big" words for his age.	—	—	—	—
2. Knows lots of words and uses them well.	—	—	—	—
3. Speaks clearly so others understand what he is saying.	—	—	—	—
4. Has a very good memory.	—	—	—	—
5. Can memorize information very quickly.	—	—	—	—
6. Tries to figure out how things work.	—	—	—	—
7. Asks many "how" and "why" questions.	—	—	—	—
8. Notices ways in which things and people are alike or different.	—	—	—	—
9. Loves books and is interested in reading.	—	—	—	—
10. Enjoys hearing the news and looking at the newspaper.	—	—	—	—
11. Sticks with a task until it is done.	—	—	—	—
12. Gets excited about something he wants to do by himself.	—	—	—	—
13. Tries hard to do things "right."	—	—	—	—
14. Is sometimes not satisfied with his own work or performance.	—	—	—	—
15. Prefers to work by himself; needs little help.	—	—	—	—
16. Is stubborn in his beliefs.	—	—	—	—
17. Likes to organize things, people, and situations.	—	—	—	—
18. Is concerned with right and wrong; good and bad.	—	—	—	—

*1 -- Never
2 -- Sometimes
3 -- Quite a lot
4 -- Almost All of the Time

		1	2	3	4
19.	Likes hard tasks better than easy ones.	—	—	—	—
20.	Chooses toys, puzzles, games that are "hard" to do rather than easy.	—	—	—	—
21.	Sometimes is shy with adults and/or other children.	—	—	—	—
22.	Doesn't hesitate to express his opinion.	—	—	—	—
23.	Has a vivid imagination.	—	—	—	—
24.	Has a good sense of humor.	—	—	—	—
25.	Sometimes thinks things are funny that others do not think are funny.	—	—	—	—
26.	Is sensitive to beauty.	—	—	—	—
27.	Is not afraid of being different.	—	—	—	—
28.	Is not interested in detail; accepts disorder.	—	—	—	—
29.	Doesn't accept other's authority without questioning.	—	—	—	—
30.	Sticks with things he promises to do and usually does them well.	—	—	—	—
31.	Seems to be well liked by his playmates.	—	—	—	—
32.	Avoids bickering and is generally easy to get along with.	—	—	—	—
33.	Stays calm when he cannot have his own way.	—	—	—	—
34.	Sucks his thumb, bites his nails, picks his nose or does some similar thing when upset.	—	—	—	—
35.	Does not seem disturbed when the normal routine is disturbed.	—	—	—	—
36.	Listens while others talk.	—	—	—	—
37.	Seems to enjoy being around other people.	—	—	—	—
38.	Shares his toys easily.	—	—	—	—
39.	Is sociable and prefers being with others to being alone.	—	—	—	—
40.	Helps other children tie shoes, button sweaters, etc.	—	—	—	—

	1	2	3	4
41. Tends to direct others when they are around.	—	—	—	—
42. Does well in athletic games; enjoys sports.	—	—	—	—
43. Enjoys group games involving several children.	—	—	—	—
44. Relaxes and rests well.	—	—	—	—

- APENDICE F -

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Nombre _____ Fecha _____

Escuela _____ Grado _____ Edad _____

Persona que completa esta forma:

Maestra(o) _____ Grado _____

¿Desde cuando conoce a este niño? _____ Meses

Madre _____ Padre _____ Otros _____ (especifique)

DIRECCIONES

Favor de leer cada declaración cuidadosamente.
Ponga una ✔ en la linea apropiada según los siguientes números:

Ponga una marca en la linea bajo #1 si NUNCA ha observado este comportamiento.
Ponga una marca en la linea #2 si ALGUNAS VECES ha observado este comportamiento.
Ponga una marca en la linea #3 si ha observado este comportamiento BASTANTE.
Ponga una marca en la linea #4 si ha observado este comportamiento CASI SIEMPRE.

Vd. puede añadir sus opiniones después de los números o al fondo de cada página.

Nombre del alumno _____

	1	2	3	4
1. Usa palabras avanzadas para su edad.	—	—	—	—
2. Sabe muchas palabras y las usa bien.	—	—	—	—
3. Habla con tal claridad que todos entienden lo que dice.	—	—	—	—
4. Tiene muy buena memória.	—	—	—	—
5. Puede memorizar información muy rápidamente.	—	—	—	—
6. Trata de descubrir como funcionan las cosas.	—	—	—	—
7. Hace muchas preguntas ¿cómo? ¿por qué?	—	—	—	—
8. Observa la manera en que los humanos y las cosas son iguales o diferentes.	—	—	—	—
9. Ama los libros y está interesado en la lectura.	—	—	—	—
10. Disfruta de escuchar las noticias y leer el periódico.	—	—	—	—
11. Persevera en su tarea hasta verla concluída.	—	—	—	—
12. Se excita con algo que quiere hacer por si mismo.	—	—	—	—
13. Trata de hacer todo bien.	—	—	—	—
14. Algunas veces no está satisfecho de su própio trabajo o ejecución.	—	—	—	—
15. Prefiere trabajar solo; necesita poca ayuda.	—	—	—	—
16. Es terco en sus creéncias.	—	—	—	—
17. Le gusto organizar cosas, gente y situaciones.	—	—	—	—
18. Se preocupa por el bien y el mal; lo bueno y lo malo.	—	—	—	—

*1 -- nunca
2 -- algunas veces
3 -- bastante
4 -- casi siempre

		1	2	3	4
19.	Le gustan las faénas difíciles mas que las fáciles.	—	—	—	—
20.	Prefiere juguetes, acertijos, y juegos que sean difíciles a los fáciles.	—	—	—	—
21.	Algunas veces es tímido en compañía de adultos u otros niños.	—	—	—	—
22.	No vacila en expresar ideas própias.	—	—	—	—
23.	Tiene una viva imaginación.	—	—	—	—
24.	Tiene buen humor.	—	—	—	—
25.	Algunas veces ve humor en cosas que otros no encuentran chistosas.	—	—	—	—
26.	Es susceptible a la belleza.	—	—	—	—
27.	No teme ser difenente.	—	—	—	—
28.	No se interesa en detalle; acepta el desorden.	—	—	—	—
29.	No acepta la autoridad de otros sin interrogarla.	—	—	—	—
30.	Se apega a lo que promete hacer y comúnmente lo hace bien.	—	—	—	—
31.	Parece ser bien aceptado por sus amigos.	—	—	—	—
32.	Evita reñir y por lo general se lleva bien con todos.	—	—	—	—
33.	Tiene cálma cuando no se sale con la suya.	—	—	—	—
34.	Se mama el dedo, se muerde las uñas, se pica la nariz, o hace cosas semejantes cuando está indispuesto.	—	—	—	—
35.	No parece inquietarse cuando la rutina normal se perturba.	—	—	—	—
36.	Escucha cuando otros hablan.	—	—	—	—
37.	Parece gozar cuando está en compañía de otros.	—	—	—	—
38.	Comparte sus juguetes fácilmente.	—	—	—	—
39.	Es sociable y prefiere compañía a estar solo.	—	—	—	—
40.	Ayuda a otros niños a atar sus zapatos, a abotonarse el sueter, etc.	—	—	—	—

		1	2	3	4
41.	Trata de dar ordenes cuando otros lo rodean.	—	—	—	—
42.	Participa dirigir en juegos atléticos; disfruta de sports.	—	—	—	—
43.	Disfruta de juegos en grupos entre varios niños.	—	—	—	—
44.	Se recrea y descansa bien.	—	—	—	—

- APPENDIX G -

SAMPLE RECORD OF CONFERENCE PROCEEDINGS

FOLLOWING A CHILD'S INDIVIDUAL EVALUATION

1. Those present at conference were:

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_____

_____

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_____

2. Information the principal and psychologist, guidance counsellor or other designate brought to the conference.

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3. Information parent(s) brought to the conference:

4. The placement decision reached:

5. Other comments:

6. Name and title of person completing this form: